DOCUMENT RESUME

ED 470 784 CE 084 086

AUTHOR	Naylor, Michele
TITLE	Characteristics of Career and Technical Education Teacher Educators. In Essence: Key Findings from the National Research Center for Career and Technical Education No. 1.
INSTITUTION	National Dissemination Center for Career and Technical Education, Columbus, OH.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	2002-00-00
NOTE	3p.
CONTRACT	V051A990004;V051A990006
AVAILABLE FROM	For full text: http://www.nccte.org/publications/infosynthesis/in-essence/in-ess ence1/index.asp.
PUB TYPE	Information Analyses (070)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Teacher Educator Education; Comparative Analysis; Delivery Systems; Educational Improvement; Educational Practices; Educational Supply; Educational Trends; Females; Futures (of Society); Higher Education; Minority Groups; National Surveys; Professional Development; Program Content; School Business Relationship; Teacher Attitudes; *Teacher Characteristics; *Teacher Education Programs; *Teacher Educators; Teacher Qualifications; Teaching Experience; *Teaching Methods; Trend Analysis; Vocational Education; *Vocational Education Teachers
IDENTIFIERS	*Career and Technical Education

ABSTRACT

The characteristics of teacher educators in career and technical education (CTE) were examined in a survey of 601 CTE teacher educators. According to 359 responses (response rate, 60%), the average CTE teacher educator is a 50-year-old, white, male, tenured full-time professor with 16 years of experience in higher education. The study established that the percentage of female CTE teacher educators has increased from 29% in 1990 to 46% in 2000. The percentage of tenured faculty has decreased from 68% in 1990 to about 54% in 2000. CTE teacher educators' average workweek has increased from 50 hours in 1990 to 58 hours in 2000, with approximately 75% of that increase due to noninstruction-related activities. As in 1990, problems with minority recruitment continued to plague CTE teacher preparation programs in 2000. Moreover, responding CTE teacher educators reported spending relatively small proportions of their time collaborating with industry or on topics revolving around school change, and they continued to favor traditional approaches to preparing tomorrow's CTE teachers. The study findings reinforced the view that, given the large proportion of CTE teachers reaching retirement age within 10 years, attention must be paid not only to preserving CTE teacher preparation programs but also to ensuring that the programs are updated and viable. (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 470 784

In Essence:

Key Findings from the National Research Center for Career and Technical Education

No. 1

Characteristics of Career and Technical Education Teacher Educators

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

F. McKinney

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CE 084086

IN ESSENCE

KEY FINDINGS
FROM THE NATIONAL RESEARCH CENTER
FOR CAREER AND TECHNICAL EDUCATION

NATIONAL DISSEMINATION CENTER
1900 KENNY ROAD, COLUMBUS, OH 43210-1090

no. 1 2002

Characteristics of Career and Technical Education Teacher Educators

This publication summarizes findings of research reported in ***Characteristics of Teacher Educators in Career and Technical Education*** by Thomas H. Bruening, Dennis C. Scanlon, Carol Hodes, et al. St. Paul: National Research Center for Career and Technical Education, University of Minnesota, 2001. https://www.nccte.org/publications/secure/index.asp#CharofTchrEdinCTE. It was prepared by Michele Naylor for the National Dissemination Center.

The characteristics of teacher educators in career and technical education (CTE) were examined in a survey of 601 CTE teacher educators. The study's specific objectives were to describe the following:

- Demographic characteristics of CTE teacher educators
- CTE teacher educators' preferred approaches
- CTE teacher preparation programs and professional development practices

Key Findings

According to the 359 responses (response rate, 60%), the average CTE teacher educator is a 50-year-old, white, male, tenured full professor with 16 years of experience in higher education.

Demographic Trends

Compared to a 1990 study of CTE teacher educators, the following demographic trends emerged:

- The percentage of female CTE teacher educators increased from 29% in 1990 to 46% in 2000.
- The percentage of tenured faculty decreased from 68% in 1990 to about 54% in 2000.
- The percentage of nontenure-track CTE teacher educators increased from 13% in 1990 to 23% in 2000.
- CTE teacher educators' average workweek increased from 50 hours in 1990 to 58 hours in 2000 (a 16% increase), with approximately 75% of that increase due to noninstruction-related activities.

CTE Teacher Educators' Perceptions, Practices, and Professional Development

- Traditional approaches, including university coursework, local school-based teaching and learning centers, solution-oriented investigations, and seminars, were considered most effective and, therefore, most used in practice.
- CTE teacher educators did not agree on the effectiveness of increasing standards for teacher preparation programs or on the effectiveness of technology-based course delivery.
- Pedagogy was the most frequently taught undergraduate and graduate course.
- Nontenure-track faculty had levels of service to the university/college that were similar to those of their tenure-track colleagues; however, tenured and tenure-track faculty devoted nearly twice as much time to research and writing.
- Faculty at all levels participated in professional development, with adjunct faculty and full professors working in industry approximately 5 and 7 days each year, respectively.
- Compared with their female counterparts, male faculty spent nearly twice as much time weekly on academic publications and consulting, worked about three times as much in industry, and had twice as many collaborations.

Implications

As in 1990, problems with minority recruitment continued to plague CTE teacher preparation programs in 2000 and fewer than 10% of CTE teacher educators were African American or Hispanic. Moreover, responding CTE teacher educators reported spending relatively small proportions of their time collaborating with industry or on topics revolving around school change, and they continued to favor traditional approaches to preparing tomorrow's CTE teachers. These findings reinforce the view that, given the large proportion of CTE teachers reaching retirement age within 10 years, attention must be paid not only to preserving CTE teacher preparation programs but also to ensuring that the programs are updated and viable.

The work reported herein was supported under the National Dissemination for Career and Technical Education, PR/Award (No. VO51A990004) and/or under the National Research Center for Career and Technical Education, PR/Award (No. VO51A990006) as administered by the Office of Vocational and Adult Education, U.S. Department of Education. However, the contents do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").